

Response to Intervention Implementation Scale (RIS)

Introduction

Purpose of the RIS

The Response to Intervention Implementation Scale (RIS) evaluates the critical components of Response to Intervention implementation at a school. The RIS results are used to:

1. assess components that are in place,
2. determine goals for school-wide implementation,
3. evaluate on-going efforts toward school-wide academic support,
4. design and revise procedures as needed,
5. compare efforts toward school-wide academic support from year to year, and
6. determine readiness to identify students as Learning Disabled using through RTI.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff interviews and surveys. The following are steps required to gather the necessary information: 1) Identify contact person to collect documentation for RTI implementation; 2) Set up school access to RIS Survey; 3) Set up time to interview administrator, staff and conduct a walk through. It is important to get the school schedule before determining walk through times.

Products to Collect

- | | |
|----------|---|
| 1. _____ | Program/School schedule for Literacy |
| 2. _____ | Intervention pathways and decision rules |
| 2. _____ | Universal screening data demonstrating grade level outcomes |
| 3. _____ | Annual Action Plan for meeting RTI goals |
| 4. _____ | List of core reading and literacy curricula and interventions |
| 5. _____ | Evidence of systematic progress monitoring |
| 7. _____ | Benchmark data (for as long as RTI has been implemented) |

Using RIS Results

The results of the RIS will provide schools with a measure of the proportion of components that are 1) not in place, 2) in the exploring/planning phase, and 3) in the implementation/maintenance phases of development toward a systems approach to school-wide effective academic instruction.

Response to Intervention Implementation Scale (RIS)

School _____

Date _____

District _____

State _____

Step 1: Make Initial Contact

- A. Identify school contact person & give overview of RIS page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: _____
- C. Get names, phone #'s, email address & record below.

Name _____ Phone _____

Email _____

Products to Collect

- 1. _____ Daily Literacy schedule
- 2. _____ Intervention pathways and decision rules
- 2. _____ Universal screening data demonstrating grade level outcomes
- 3. _____ Annual Action Plan for meeting RTI goals
- 4. _____ List of core reading and literacy curricula and interventions and decision rules
- 5. _____ Evidence of systematic progress monitoring
- 7. _____ Benchmark Data since beginning of RTI implementation
- 8. _____ Other related information

Step 2: Confirm the Date to Conduct the RIS

- A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting staff interviews, & for reviewing the products.
Meeting date & time: _____

Step 3: Conduct the RIS

- A. Conduct administrator interview.
- B. Tour school to conduct observations and interview (minimum of 10) and collect survey results.
- C. Review products & score RIS.

Step 4: Summarize and Report the Results

- A. Summarize surveys & complete RIS scoring.
- B. Update school graph.
- C. Meet with team to review results.
Meeting date & time: _____

**Response to Intervention Implementation Scale
(RIS)
Scoring Guide**

School _____

Date _____

District _____

State _____

Pre _____ Post _____ RIS data collector _____

Feature	Evaluation Question	Data Source (indicate sources used) P= product; I= interview; O= observation	Score: 0-2
A. Consensus and Commitment	1. Is 80% of staff committed to implementing RTI with integrity? (0=0-50%; 1= 51-79%; 2 = 80-100%)	Survey _____ S Other _____	
	2. Does 90% of staff agree with administrator regarding the use of consensus building tools and procedures to manage change? (0= 0-50%; 1=51-89%; 2=90-100%)	Survey _____ S Other _____	
	3. Does the school improvement plan list improving academic outcomes in targeted content areas as one of the top 3 school improvement plan goals? (0= no; 1= 4 th or lower priority; 2 = 1 st - 3 rd priority)	School Improvement Plan, E Interview _____ Other _____ I	
	4. Does the school budget contain allocated funding to build and maintain RTI activities (0= no; 2= yes)	Interview _____ I Other _____	
	5. Is professional development and time for planning based on staff and needs? (0=no; 2=yes)	Interview _____ I Staff surveys/assessments _____ E Other _____	
B. Leadership	1. Can 90% of staff asked report that there is a school-wide team established to address academic support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews _____ I Other _____	
	2. Is the administrator an active member of the school-wide RTI team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview _____ I Other _____	
	3. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview _____ I Other _____	
	4. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar _____ E Other _____	
	5. Does the RTI leadership team have people that actively and regularly fill the following roles: Administrator, Data Coach, Content Coach, Internal Coach (0= 0-1 roles; 1 = 2 roles; 2= 3-4 roles)	Interview _____ I	
	6. Does the RTI team include teacher representatives from appropriate departments (grade level, special ed.)? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews _____ I Other _____	
	7. Does the RTI leadership team meet once a month? (0= quarterly or less; 1=bi monthly; 2=monthly)	Interviews _____ I Other _____	
	8. Does the RTI team report activities and share school wide data at least three times a year? (0= no; 1=1-2 times; 2= 3 times)	Interviews _____ I Other _____	

9. The RTI team reports external activities and shares school wide data with external stake holders one time a year? (0= no; 2=yes)	Interviews _____ I Other _____	
1. Are the following components in place by grade level: a) the set of content standard and benchmarks are written and accessible to all staff; b) the written core contains the essential learning for that content are (e.g. 5 Big Ideas in Reading)? (0= no components in place; 1= 1 component; 2= both components)	Instructional materials, Content Standards Other _____ E	
2. Are the following components in place by grade level: a) sufficient time is spent on instruction as defined by current research; b) 80% of teachers providing core instruction meet pacing guidelines; c) primary instruction materials are evidenced based; d) primary instruction materials implemented as intended ? (0= 0-1 components in place; 1= 2-3 components in place; 2= 4 components in place)	Schedules/Walk-through Results of Fidelity checks Completed pacing guides Other _____ E	
3. Are cut scores established to identify high risk, some risk , proficiency and advanced students? (0= no 1; 2= yes)	Interviews _____ I Other _____	
4. Are criteria set for satisfactory percent of students proficient receiving core alone? (0=no; 2=yes)	School Goals _____ E Other _____	
1. Do students receiving supplemental or intensive instruction continue to receive full core instruction as appropriate (intensive students receive 90+ min or replacement core) (0=yes; 2=no)	Interviews _____ I Schedules _____ E Other _____	
2. Are diagnostic measures used to identify instructional needs for supplemental and intensive students? (0= no; 2=yes)	Interviews _____ I Other _____	
3. Instructional planning addresses the following components: a) evidenced based interventions and strategies are identified for a variety of student needs; b) interventions are matched to student needs; c) Individual and group interventions are documented and include who, what where when, d) multiple factors are considered in matching the intensity of support to student need e) a plan is in place for assigning staff to deliver all necessary interventions and strategies? (0= 0-2; 1= 3-4; 2= 5)	Decision rules and interventions Intervention plans Resource allocation plan Other _____ E	
4. Are progress monitoring tools measuring skills being taught? (0=no; 2=yes)	Progress Monitoring Charts CBM tools _____ E Other _____	
5. Interventions and strategies are delivered as intended (0= 30% fidelity; 1=60; 2=80-100)	Fidelity Checks _____ E Pacing Guides _____	
1. Is there a system for collecting and summarizing all necessary student outcome data (e.g. electronic system, hard files)? (0=no; 1= data are collected 2= yes)	Interview _____ I Data Reports _____ E Other _____	
2. Does a standing team meet to analyze universal screening data each time it is gathered? (0=no; 1= grade level teams analyze own data; 2= yes)	Interview _____ I Meeting Minutes _____ E Other _____	
3. Do grade level teams meet regularly to analyze screening, diagnostic and formative assessment data at least monthly? (0= 0-bi-annually; 1= quarterly; 2= monthly or bi/monthly)	Interview _____ I Other _____	
4. Is the sufficiency of Core examined and results used to establish next steps for curriculum delivery? (0= no; 2=yes)	Evaluation Report _____ E Other _____	

	5. Is Outcome evaluation data used to make necessary system changes (e.g. resource allocation and scheduling driven by student data?) (0=no; 2=yes)		Data Reports Interview _____ Other _____		E I					
	6.Does the evaluation of supplemental and intensive include the following: a)progress monitored once a month for supplemental and twice a month for intensive; b)student performance is graphed; c) Decision making rules are used to evaluate students' rate of progress; d) appropriate actions are taken based on student progress relative to decision rules (0=0-1 items; 1=2-3 items; 3=4 items)		Progress monitoring graphs and schedules Decision Rules Other _____		E					
F. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide academic support (materials, training)?		Interview _____ Other _____		I					
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)		Interview _____ Other _____		I					
Summary Scores:	A =	/10	B =	/19	C =	/8	D =	/8	E =	/12
	F =	/16	Mean=12							

Administrator Interview Guide

Let's talk about your data collection system

- 1) Do you collect and summarize benchmark and progress monitoring data? Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarizing benchmark and progress monitoring data?
 - a) What data do you collect? _____
 - b) Who collects and enters the data? _____
- 3) What do you do with the benchmark and progress monitoring data?
 - a) Who looks at the data? _____
 - b) How often do you share it with other staff? _____

Let's talk about your curriculum and interventions

- 4) Do you have an evidenced based reading program? Yes No If no, skip to # 10.
- 5) How often do you conduct fidelity checks? _____
- 6) How often do you assess implementation of effective instructional practices?
- 7) Do you have evidenced based interventions?
- 8) Do you regularly celebrate achievement success with staff? Yes No If no, skip to # 12.

Do you have a Leadership Team that addresses school-wide academic achievement? If no, skip to # 19

- 9) Has the team provided an RTI booster training for the staff this year? Yes No
- 10) Is your school-wide team representative of your school staff? Yes No
- 11) Are you on the team? Yes No
- 12) How often does the team meet? _____
- 13) Do you attend team meetings consistently? Yes No
- 14) Who is your team leader/facilitator? _____
- 15) Does the team provide updates to faculty on activities & data summaries? Yes No
If yes, how often? _____
- 16) Do you have an out-of-school liaison in the state or district to support you on academic support systems development? Yes No
If yes, who? _____
- 17) What are your top 3 school improvement goals? (
- 18) Does your school use student assessment data and fidelity data to determine professional development needs?
- 19) What is your mission statement (does it indicate the expectation that all children can learn)?
- 20) Does the school budget contain an allocated amount of money for building and maintaining school-wide academic support? Yes No

Survey Questions

Staff Survey Questions

Survey a minimum of 10 staff

- 1) What is your commitment level to RTI implementation
 - a. Not at all
 - b. Somewhat
 - c. High level
- 2) Do you feel your administrator effectively uses consensus building tools to manage system changes?
 - a. No use or ineffective use of tools
 - b. Occasional use but would like more
 - c. Effective use of tools
- 3) Do you diagnose student reading/math problems and provide small group instruction to address student deficits?
- 4) Do you meet with your grade level team and leadership team and problem solve students who are not making adequate progress?
- 5) Do you progress monitor your students in strategic interventions?
- 6) Do you progress monitor your students in intensive interventions?
- 7) What is the procedure for problem solving students who are not making progress?
- 8) Is there a school-wide team that addresses academic support in your building?
- 9) Are you on the team?

Team Member Interview Questions

- 1) Does your team use Benchmarking data to address systemic problems (e.g. curricula holes, lack of progress at a grade level or intervention tier)?
- 2) Does your team review the benchmarking data with the staff three times a year? (
- 3) Who is the team leader/facilitator, time keeper, note taker, ...?